

Women and Girls Summit Report 2010

Thriving in the New Economy

Santa Clara County Board of Supervisors

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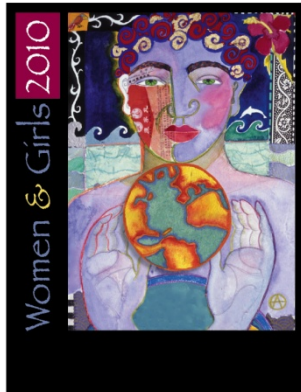
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Introduction



A new economy is emerging in the U.S. today, often referred to as a “Green Economy.” As Silicon Valley continues to lead the way in innovation, technology and economic opportunity in this new era, billions of dollars in funding to stimulate the economy, promote clean energy and reduced carbon emissions, and job creation are flowing into this region.

Will women and girls benefit from these investments and opportunities or will it be “business as usual” where discrimination and inequity continue to plague women and girls?

Despite persistent challenges for women in the workplace and the worst economy in decades, women remain a vital force driving the global economy.

- Representation of women in the workforce has grown from 38% in 1970 to 47% today. Had this increase of women’s participation not occurred, the U.S. GDP would be only two-thirds of its current size. (McKinsey, 2009)
- Among those companies that are engaged in women’s economic empowerment initiatives in developing countries, nearly three quarters of respondents stated that their investments in women were already increasing their profits or they expected them to do so soon. (McKinsey, 2009)
- According to a study conducted in part with WomenCertified, a women’s consumer advocacy and retail training organization, women spend \$4 trillion annually, accounting for 83% of all U.S. consumer spending – more than two-thirds of the nation’s GNP. (About.com, 2011)

Research shows that globally, there are serious gaps in the education of women and girls. However, when we invest in education and training for women and girls, there are both short and long term gains.

- According to some estimates, 72 million children worldwide do not attend school and 54 % of these are girls. Countries with the lowest standards of living and the highest rates of illiteracy are usually countries that do not educate their girls. (U.S. State Department, 2011)
- Providing girls one extra year of primary school education can increase future wages by 10 to 20 percent, and an extra year of secondary school increases future wages by 15 to 25 percent. (U.S. State Department, 2011)
- Educating girls and women leads to higher wages; a greater likelihood of working outside the home; lower fertility; reduced maternal and child mortality; and better health and education. The impact is felt not only in women’s lifetimes, but also in the health, education and productivity of future generations. (Goldman Sachs, 2008)

Women and Girls Summit: 2000 and Beyond!

In 2000, the Office of Women's Policy (then the Office of Women's Advocacy) convened the first Summit to examine the needs of women and girls in Santa Clara County. A series of workgroups were convened to look at eleven different issue areas.

From the dialogue emerged key strategies still relevant for Santa Clara County today including (but not limited to) the following:

- Moving women into non-traditional areas (e.g. building trades and science, technology, mathematics and education or S.T.E.M.) requires public, private and non-governmental collaboration for internships, work experience, leadership building and mentoring of girls.
- Advocate for better enforcement of wage discrimination laws and launch educational campaigns about women's rights to equal compensation and resources available to them if their rights are violated.
- Addressing key women's health and reproductive health issues through educational campaigns that provide information about women's health and resources, improving workplace health and safety and promotion of positive, healthy images of women and families are important to transforming the health and wellness of community environments where women live and work.
- Efforts should be undertaken to address media coverage of women and women's issues through workshops, forums and editorial board meetings. Training on media literacy and media advocacy should be part of an overall effort to promote better and more frequent coverage of women and issues affecting women with the goal of eliminating biased, negative coverage and promoting the strengths and contributions of women.
- Ensuring that domestic violence resources, services and policies consider gender, language, culture and trauma in creating systems that are "victim-centered" and ensure victim safety and batterer accountability.

Ten years later as we move forward from the worst economic recession in the U.S. since the Depression, OWP partnered with the City of San Jose, staff from offices of elected officials, community groups, foundations, businesses and individuals for a second summit titled "Women and Girls 2010: Thriving in the New Economy" which explored current economic conditions and the challenges and opportunities facing women and girls in the new economy of Silicon Valley.

Women and Girls 2010 Summit: Thriving in the New Economy!

From December 2-4, 2010, nearly 200 women and men and 134 girls participated in the three day summit titled “Women and Girls 2010 Summit: Thriving in the New Economy.” These policy makers, business and community leaders and advocates affirmed that improving the status of women is fundamental to sustainable economic development. They shared an understanding and commitment to ensure true equality and opportunity for women and girls in the new economy of Silicon Valley.

Our Goals

This high-energy, interactive summit provided an opportunity for dialogue and action planning to ensure that local efforts to create a safe and healthy community and sustainable economy address the needs of women and girls. We set out to achieve the following objectives:

- Examine the economic impact and status of women and girls.
- Provide information on the “New Economy” which has emerged as a green economy
- Identify local challenges and opportunities for economic advancement of women and girls and engage in dialogue about what action is needed.
- Secure a commitment from participants in a Call to Action and follow-up activities in key areas that impact women’s ability to compete and thrive in today’s economy:
 - Health
 - Education
 - Economics
 - Violence Against Women
- Provide an opportunity on Day 3 to convene girls in leadership and social change training through the arts and creative expression.

Day 1 REALITY TOURS (Thursday, December 2)

Reality Tour 1: A Tour of Microsoft and Conversation with Hi-Tech Women



On December 2nd twenty Summit participants visited the Microsoft campus for a tour and a presentation from four female executives about their paths to careers in hi-tech and working at Microsoft.

The facility tour was led by Thea Nilsson, Citizenship Coordinator, at Microsoft. The tour showcased the state-of-the-art conference center equipped with a 200+ seat theater. The conference center is accessible for non-profits to utilize for community gatherings, meetings, and conferences. The facility also included a gourmet cafeteria filled with an array of fresh, organic, and nutritious food selection.

During the tour, the group learned Microsoft's strong investment and commitment to their employees and to the local community. For example, through the Microsoft Employee Giving Program, employees are encouraged to support local charities, worthy causes, and non-profit organizations. Microsoft will match employees' donations dollar for dollar up to \$12,000 per employee, per year. Microsoft will also match volunteer time at \$17 per hour through the Volunteer Time Matching program.

After the tour, four women shared their personal experience at Microsoft. The conversation was moderated by Claudia Galvan, Principal Program Manager and panelists included:

- Kelly Berschauer, *Communications Manager, Microsoft Research*
- Nina Gholami, *Software Development Engineer, PowerPoint*
- Shaloo Chaudhary, *Program Manager, Windows Live*
- Livia Polanyi, *Principal Researcher, Powerset*

From the panelists' diverse experience and stories, several themes emerged:

- 1) Women should not have to choose between career and motherhood. Nina shared that Microsoft was the first company where she had flexibility and did not have to compromise between being a mother and pursuing her career.

- 2) All the panelists had mentors or adults who believed in their potential and supported them in pursuing their aspirations.
- 3) All the panelists defy stereotypes that women can't be successful in science, technology, engineering and math field. Girls and young women in Silicon Valley need more exposure and access to these types of role models.

The Microsoft tour provided an excellent example of how workplace flexibility can help retain more women in the high-tech field and doesn't compromise company performance.

Reality Tour 2: A Tour of Mt. Pleasant High School & Green Building Technology



On Thursday, Dec. 2, twenty-seven participants attended a reality tour at Mt. Pleasant High School to observe an innovative “Green Building” program for high school students. In partnership with the National Association of the Remodeling Industry, Mt. Pleasant High School secured resources to begin a green building program which will offer an opportunity for students enrolled in traditional wood and metal shop classes to learn the various aspects of green building. Given that some students are interested in education and training leading to building careers in lieu of a four year degree, the partnership is a practical alternative to help these youth enter careers in the green economy through the building trades.

Vic Hageman, instructor for industrial technologies and manufacturing, led the tour which allowed participants to see the students in wood and metal shop working on various projects. Out of about 130 students, 18 are girls. According to Hageman, in general girls “outperform” boys. In conversations with female students, girls appear to have no problem participating in programs where male students significantly outnumber female students. He emphasized that the key to sparking their interest in green building careers is to focus on the interest of students in making things. Students remarked that they enjoyed building things that were not only “pretty” but were also useful in everyday life.

The tour also included a stop in the computer lab to view the latest drafting technology and the final activity of the morning was a school-wide assembly with six women from the National Association of the Remodeling Industry-San Jose Chapter, including NARI President Cindy Carey who is a women business owner of Starburst Construction. She and the other women represented various building trade and green careers and spoke of how they became involved this field and highlighted opportunities that exist for students who are interested in long-term careers in this sector.

Various themes emerged from the discussion and panel presentation:

- 1) Students benefit from hands on approaches to cultivate an interest in the green building trades, including construction and deconstruction of buildings, exposure to individuals who are currently operating businesses and working in the green sector.
- 2) More must be done to highlight opportunities in the green building trade for students who are not interested in following a traditional four year college route including identifying internship, pre-apprenticeship and apprenticeship opportunities.
- 3) Women who were in non-traditional green building trades often did not plan on working in these particular areas. However, once there, they discovered new opportunities for career advancement and leadership.

Reality Tour 3: A Forum with Women in S.T.E.M. (Science, Technology, Engineering, and Math)



In an era when women are increasingly prominent in medicine, law and business, why are there so few women scientists and engineers? A new research report by AAUW, *Why So Few? Women in Science, Technology, Engineering, and Mathematics*, presents eight key research findings that point to environmental and social barriers – including stereotypes, gender bias and the climate of science and engineering departments in colleges and universities – that continue to block women’s participation and progress in science, technology, engineering, and math.

These environmental and social barriers threaten Silicon Valley’s ability to compete and innovate in the future. By 2014, the U.S. will have added more than one million additional information technology jobs to the workforce. However, women still lag far behind in earning computer technology degrees and working in computer and green technology-related professions.

On December 2nd, in partnership with Silicon Valley Education Foundation and The Tech Museum, the Office of Women’s Policy hosted an education forum at The Tech Museum to explore the causes for the gender gap in the fields of S.T.E.M. Four panelists shared their experiences and insight as women in S.T.E.M.

- Dr. Victoria Plaut, Assistant Professor of Law and Social Science, UC Berkeley - Dr. Plaut is a social psychologist whose research on diversity, culture, and inclusion addresses the challenges and opportunities of working, living, and learning in diverse environments.
- Dr. Alana Conner, Vice President of Content Development at The Tech Museum – In collaboration with a team of curators, designers, and educators, Dr. Conner produces innovative hands-on science exhibits and educational programs.

- Isaura Gaeta, Director of Corporate Affairs, Global Program Office, Intel - Ms. Gaeta received her Bachelor's and Master's Degrees in electrical engineering at Stanford University, where she was the first Latina to become president of Stanford's Society of Hispanic Professional Engineers. She recalls the story of how a guidance counselor discouraged her from applying to Stanford. To prove him wrong, she earned a degree in engineering from the prestigious university.
- Barbara Kamm, President and CEO of Technology Credit Union – Ms. Kamm has enjoyed a long and accomplished career in banking. While at Silicon Valley Bank, she worked with many entrepreneurs, start-up businesses, venture capitalists, and industry associations to meet the financial needs of the technology community.

Over 90 participants were in attendance from various sectors: education, higher education, government, business, and non-profit participated in the education forum.

A highlight from this education forum included Dr. Plaut's presentation on factors that impact women and girls pursuing a career in S.T.E.M.

Dr. Plaut noted three social psychological factors that hindered women and girls' ability to achieve educational and professional success in the field of S.T.E.M.:

- 1) Solo Status – an individual is the only member of her social category present in a group
- 2) Stereotype Threat – the threat of being viewed through the lens of negative stereotypes or the fear of doing something that would inadvertently confirm that stereotypes (Steele, 1999)
- 3) Ambient Belonging – an individual's feeling of fit with the material (e.g., physical objects) and structural (e.g., layout) components of an environment along with a sense of fit with the people who are imagined to occupy that environment.

Dr. Plaut offered several suggestions that can help increase Silicon Valley's competitiveness by reducing gender barriers that deter women from pursuing academic and career goals in science, technology, engineering and math.

- 1) Diversify – increase the number of women in S.T.E.M. majors and careers. The strength in numbers helps boost the sense of belonging and acceptance;
- 2) Mentoring – recruit more women who are in S.T.E.M. careers to be role models to other women and girls; and
- 3) Combat stereotypes – create a gender-balanced environment in classrooms and workplaces; challenge stereotypes.

Reality Tour 4: A Tour of *InnVision*: Georgia Travis Center and the Commercial Street Inn



What does a homeless person look like to you? Is this person thin or fat...dirty or clean...young or old? Is this person a man or a woman? Can you imagine a homeless child?

In order to best serve this population and end homelessness, a better understanding of homelessness in Santa Clara County is necessary. Santa Clara County has over 12,000 homeless people (as of the 2009 Census) from all walks of life. The most commonly held image of the chronically homeless is a white or Latino unemployed male dealing with a disabling condition or substance abuse who has been homeless for one year or more. However, we also know that locally almost 20% of our homeless population is families (50% have a child 0 – 5 years old, 20% have two or more children). Women make up about 30% of the homeless population and domestic violence is the number one cause of homelessness.

Local efforts to address homelessness are underway through city and County agencies and local nonprofits organized through the Santa Clara County Collaborative on Affordable Housing & Homeless Issues and through groups like Destination Home, a public-private partnership focused on ending chronic homelessness.

There are two one-stop centers designed for the community to access a range of services in one location. This reality tour included a visit to the InnVision Georgia Travis One-Stop Homeless Prevention Center and the Commercial Street Inn, a homeless shelter for women and children. The tour was facilitated by the Julia Burkhead, Director of Women's Programs and included a presentation by Michelle, a former Commercial Street client and success story.

The One-Stop provides weekday assistance to individuals with housing, employment, public benefits, and veterans' services through the collaborative of several agencies "under one roof". Ms. Burkhead shared statistics for InnVision that include 2009 data on clients (24,905 served; 1719 in emergency shelter, 322 in transitional housing and approximately 33% children) and current trends: drop-in day services increasing by 79% over the last year and the increase in employed shelter residents at the time of entry into their system. She also noted that residents are staying long and that there are fewer dropping out of their programs.

Michelle provided a compelling personal story about her struggles with domestic violence and substance abuse. Now a grandmother, she is drug-free and has been employed for over three years with Safeway and is providing her daughter and grandson with a safe, healthy home while modeling (and enjoying!) healthy relationships. She spoke of the daily struggle to keep relationships healthy. She spent nearly a year (longer than most) in the shelter while going through comprehensive case management and job training that included everything from assistance to fix her teeth (a common issue that affects employability for many homeless women) to sobriety, job training and job readiness.

The shelter was empty during the tour as all residents are required to leave the facility by 7:00am each weekday morning. Those on the tour imagined moms and their children in the small rooms on the first floor and the single women who would sleep upstairs, each bunk divided by a curtain much like in a hospital emergency room. The facility was extremely clean, the mural in the back a beautiful, permanent distraction from the reality of the transience of everyday life for its residents. Participants reflected on the difficulties of life for families living in a shelter and being confined to a single, small room. However, ultimately it was clear that the clean, warm room was far better than a car or the streets and offered an important opportunity for shelter residents to have support to break out of the cycle of homelessness. Ms. Burkhead noted that a full 1/3 of the shelter residents are working but under-employed.

Emerging themes included:

- 1) Comprehensive case management works. While somewhat expensive, it is far less costly to house a woman for one year with support than it costs to incarcerate a woman for a year.
- 2) Many incarcerated women are low-level, non-violent offenders who commit "crimes of survival" to support themselves and their families.
- 3) Gender responsive strategies are needed in order to meet women's specific needs and life circumstances.

- 4) There are many stages along the pathway from homelessness to economic security. Along the way, the lives of many people, including children, are affected and there is enormous pressure (physically, psychologically and emotionally) on women who are homeless to juggle all the demands. Understanding and compassion is needed from the community and from those who work with these families.

Following the tour and discussion, participants had suggestions for further action:

- 1) There are some needs of homeless women that are difficult to meet, such as having a steady supply of clean diapers for infants and toddlers. There is an opportunity for community groups and individuals to help meet this need by sponsoring diaper drives, hosting fundraisers, etc.
- 2) It is clear that shelter is a temporary solution and the need for transitional and ultimately permanent housing is a goal that the community must keep as its focus. This will require multi-sector participation and support for County-wide efforts to end homelessness.
- 3) Given that domestic violence is one of the leading causes of homelessness for women, agencies and shelter staff should be familiar with the dynamics of this form of abuse and the impact it has on women, including trauma. Providers must build and maintain strong partnerships with domestic violence service providers and there is a need for shelters that are solely for women and children.

Day 2 (Friday, December 3):

The Policy Summit: Keynote & Plenary Panel Presentation

Esther Peralez-Dieckmann, Director of the County Office of Women's Policy served as emcee for the morning session of the Policy Summit. Honorable Ken Yeager, then President of Santa Clara County Board of Supervisors, reiterated the Board's commitment to supporting women and girls and the Office of Women's Policy. He spoke of the need to continue efforts to build a sustainable community and economy by addressing gaps for women and looking at engaging women in building a green, clean energy workforce.

Participants then viewed footage of 4 compelling interviews with women facing different economic situations who shared their economic reality and employment situations and their hopes for the future. These four women, from very different backgrounds, shared a common concern about the uncertainty of their economic future.

Jenny Erwin, Regional Administrator for the Department of Labor - Women's Bureau Region IX, shared remarks about the Women's Bureau. The U.S. Department of Labor Women's Bureau, established by Congress in 1920, is the only federal agency mandated to represent the needs of wage-earning women in the public policy process. They have been a historical partner of the Office of Women's Policy since its inception in 1998 providing valuable data, research and support to advance local initiatives to empower all working women to achieve economic security. Currently, the Women's Bureau is focused and engaged in partnerships with local communities in 4 key areas, which represent a "working plan" for the 21st Century:

- Raising awareness and education on Fair Pay
- Creating greater Workplace Flexibility (including lower wage, hourly workers)
- Addressing the needs of homeless women veterans
- Advancing women in nontraditional, green careers

The morning keynote address was provided by *Joan Blades*, Co-Founder and CEO "MomsRising.org" and Founder of "MoveOn.org". As a woman who has been a well-driller, carpenter, electrician and transitioned to her more current work as an attorney, owner of a start-up company, and co-founder of two successful, on-line movements she has a unique perspective on the experience of a working mother. She shared the fact that despite the fact that she co-founded a private company with her husband Wes, within a year of becoming a mother, she was reporting to Wes. She spoke about the wage gap between men and women and shared some significant statistics which showed:

- Over 80% of American women have children by age 44.
- Women who do not have children make 90 cents to a man's dollar while mother's make 73 cents to a man's dollar.
- Mother's are 79% less likely to be hired than non-mothers with equal resumes and job experiences.

In addition to the wage gap, Ms. Blades spoke of the profound bias against mothers and noted:

- Of the last six judges appointed to the U.S. Supreme Court, all 3 men had children while all 3 women did not have children.
- Among Fortune 500 companies, only 15 of those are headed by women.

She recently co-authored a book geared toward business titled “The Custom Fit Workplace” and spoke about the need to create workplaces that provide greater flexibility, not just for women but all workers. Her book documents examples that show when employers create policies and practices that honor workers responsibilities in the home, such as care-taking, and at work, they benefit from better productivity, low turnover and have increased ability to attract talent that will be loyal to the organization. Data and information about those companies can be found in the book.

She shared an acronym (MOTHERS) that underscores 6 key issues affecting women’s economic security and advancement that are a focus of MomsRising.org:

- **M**aternity leave (U.S. is one of four countries that doesn’t offer this and supporting nursing mothers in the workplace)
- **O**pen, flexible work (which benefits both men and women)
- **T**oxics (eliminating toxics in the home and workplace)
- **H**iring (acknowledging and eliminating the deep bias against mothers in hiring practices)
- **E**xcellent child care
- **R**ealistic and fair pay (including paid sick days and paid family leave that California was the first state to pass)

She encouraged companies to actively work toward making work compatible with people’s lives by piloting these programs. There are several categories that help companies do that.

- Virtual workplaces (MoveOn.org and MomsRising.org are both workplaces without brick and mortar and is a significant “green” work practice that has proved to benefit companies)
- Modern career and tenure tracks (non-linear)
- Contract work
- Accommodating younger babies at work (limited time period, such as the first six months)
- High commitment work practices

She also spoke of the need to also find ways to extend these practices to low wage workers, where there is very often hourly work and less flexibility.

The next session included a plenary panel, moderated by *Patty Fisher*, formerly of the Mercury News. The panel was titled “Women in the New Economy of Silicon Valley”. She noted that women are poised to be the engine of future economic growth and now make up half of the U.S. workforce. She shared that as families are becoming increasingly dependent on women’s income, certain growing non-traditional sectors remain heavily segregated including those in the green sector:

- Manufacturing
- Construction
- Scientific and technical services administration
- Waste management and remediation services

Ms. Fisher introduced each of the panelists, including *Carl Guardino*, President and CEO of the Silicon Valley Leadership Group, *Marlene Bjornsrud*, CEO of the Bay Area Women’s Sports

Initiative (BAWSI) and *Dr. Lynn Shaw*, Founder and Board President of Women in Non-Traditional Employment Roles (WINTER) and Professor of Electrical Technology, Long Beach City College.

The Silicon Valley Green Economy 101:

Mr. Guardino opened the panel discussion by sharing how his commitment to women was particularly deepened and made more personal following the adoption of a baby Latina girl.

He shared that the companies of the approximately 153 CEOs that responded to their surveys generate a combined \$1.7 trillion in annual global revenue. Additionally:

- There are 2.4 million people in Silicon Valley and roughly 1 million jobs
- There are 7,000 high tech employers and about 1,800 bio-tech firms
- There is an unemployment rate of roughly 10.6 percent.

According to the survey, overall CEOs were very optimistic about job growth in 2009 which held true during 2010:

- By more than 3:1 ratio, CEOs anticipated more job growth in their industry cluster
- By more than 8:1, CEOs saw more job growth for their companies

He cited that there are key strengths of Silicon Valley that make us an innovative, global leader:

- Talent (a diverse labor force and the increasing participation of women)
- Technology (waves of innovation continue)
- Temperament (mindset of collaboration and bridge-building as opposed to bridge-burning)
- Training (Three of the top fifteen universities in the world are here in Silicon Valley)
- Treasure (high venture capitalist investments with Silicon Valley are earning nearly half of all combined investments in the U.S.)
- Temperature (300 days of sunshine and average temperature of 72 degrees)

Mr. Guardino shared that businesses and their employees share similar concerns. For businesses, these included:

- Housing costs
- Business taxes
- Recruitment costs
- State budget structure (mentioned for the first time in SVLG's survey)
- Health care costs

CEOs reported their employees had the following concerns:

- Housing costs
- High taxes
- Traffic congestion
- Healthcare

- K-12 education

Two solutions were offered for improving student performance, including:

- There is a need for innovative math initiatives focused on improving teacher training and knowledge
- Broadening understanding of student achievement (performance assessment and multiple measures)

“Why So Few?” Impact of Title IX on Advancement for Women and Girls in Math, Science, Technology, and Sports

Marlene Bjornsrud shared remarks about the impact of Title IX on equity for women and girls in education. She began her remarks by observing that it’s hard to imagine that thirty years ago, young women were being denied access to college and were unable to get scholarships to play sports and in physical education, girls were taught square dancing. Sexual harrassment didn’t even have a name because “boys will be boys” and opportunities for advancement in the educational sector, a field dominated by women, were nearly non-existent. Tenure was difficult and even becoming a principal was a challenge for women in education.

In June 1972, Title IX became law thanks to Congresswomen Patsy Mink whose efforts were fueled by her own challenges of being admitted to college. Title IX requires gender equity for boys and girls in every educational program that receives federal funding. It applies to high schools, colleges and universities and includes the following areas that are protected under Title IX:

- *Equal access to higher education* – while there have been improvements such as less sex segregation in admissions standards, we continue to see sex segregation in certain academic subjects and in financial aid to low-income women of color.
- *Participation in Athletics* – Since the enactment of Title IX, we have improved the participation of women in sports at the collegiate level by 456%. However, at Division I colleges, women comprise 53% of the student body but are only 41% of the athletes and receive only 32% of recruiting dollars and 36% of the athletic operating budgets. Forty-five percent of college athletic scholarships are given to women, but \$150 million more dollars are given to male athletes. In high schools, we have increased the participation of girls in sports by 904% but there are still 1.1 million more boys playing high school sports today.
- *Career education* – Schools cannot limit participation of girls in non-traditional career training on the basis of gender.
- *Education of pregnant and parenting teens* – Schools cannot deny education based on a condition of pregnancy or parenting but there are still schools that require a girl to move to an alternative school.
- *Employment* – Employees at educational institutions are protected against discrimination in recruitment, hiring, promotion, job classification and benefits. Yet, only 21% of full professors at colleges and universities are women and there are great disparities in salaries and tenure. In the academic workforce, women represent less than one-fourth of

faculty in the areas of science, technology, engineering and mathematics. Not surprisingly, there are less women than men who pursue S.T.E.M. careers.

- *Equitable learning environments* – Gender stereotypes need to be changed in textbooks, classrooms and in expectations. Despite graduating from high school on par or exceeding boys' performance, women do not go into higher wage, non-traditional careers including those in S.T.E.M. at the rates men do. Much of this is linked to classroom bias and a lack of support and mentorship.
- *Sexual Harassment* – The Supreme Court has recently ruled that schools have a legal obligation to protect students from sexual harassment. Yet, 80% of students report experiencing sexual harassment and more than 25% experience it often.
- *Standardized Testing* – Experts acknowledge that test scores are affected by the type of questions and how they are asked, which indicates a potential negative effect on women due to gender bias in these tests.

Ms. Bjornsrud stated that while the law exists, implementation and enforcement of Title IX remains an area where more work is needed. She emphasized that many misconceptions exist about Title IX and there is a serious lack of effort not to educate communities about Title IX.

In terms of ensuring implementation of Title IX, she shared the following suggestions:

- *Be vigilant* – Know all the elements of Title IX and watch to see that these are being implemented in high schools.
- *Be a role model* – Girls need role models. We need women not to be invisible because girls believe “if they can see it, they can be it”.
- *Cultivate a culture of respect* – Make sure that our workplaces and schools support the idea that women and men, girls and boys are equally capable. When respect is absent, say so. Don't be silent!
- *Send an inclusive message about who belongs in sports and S.T.E.M.* – There are opportunities for everyone in those areas.
- *Help girls recognize their skills and abilities and to celebrate them* – Sponsor fun, high-energy activities that allow girls to exercise leadership and use their talents and voices.

Challenges and Opportunities for Women through Non-Traditional Employment:

As a former miner, steel worker, longshoreworker, journey-level electrician and now a PhD in educational policy, *Dr. Lynn Shaw* is considered a national expert on the issue of women in non-traditional career, apprenticeships and career and technical education moving women to higher wage, higher skill careers.

Dr. Shaw shared her experiences in areas that are considered “non-traditional” for women. She shared that the single reason she pursued work in these areas came down to an issue of

wanting to earn more pay. She didn't initially enter these careers as a woman's advocate. However, as she made her way through these jobs it demonstrated to her that she truly was capable of anything she wanted to do. She has made this her mission to help women realize this.

She addressed issues related to moving women into higher wage, non-traditional careers in the building trades. The federal definition of non-traditional is any job that is 25% or less of one gender. There are non-traditional jobs for both men and women. The difference is that the non-traditional jobs for women pay 20-40% more than other jobs for women. She spoke of "occupational apartheid" and the fact that there are men's jobs and then there are women's jobs and women's jobs are traditionally underpaid and undervalued in society. Non-traditional careers offer an immediate "quick fix" to this and there is room for improvement since roughly 2% of these careers are occupied by women. She encouraged participants to work with girls to pursue careers based on their interests and abilities, not on their gender. She stated that by steering women to traditional career tracks, which are lower paying, we are unfortunately training them to be poor. She advocates training women in higher wage, higher skill jobs, including "blue collar" and "green collar" jobs.

Dr. Shaw notes that there is growing acknowledgement that diverse teams in the workplace are good for the employers and that women bring unique skills that can improve a organization's performance. The green sector offers a new opportunity for women to embrace these types of jobs as they are newly emerging and not necessarily considered "male" or "female".

She shared a link to a short summary of a book she wrote titled "Tools for Success: Women in Non Traditional Careers" (www.cccspecialpopulations.org) which offers practical suggestions to organizations that want to recruit and retain women in non-traditional training programs.

Final comments were made in response to participant questions:

Can you clarify the definition of the "green economy"?

Mr. Guardino responded that often people think it is mostly products. These are part of the green economy, but these only scratch the surface. He spoke of three areas:

Products - Examples include things like windows, drywall, renewable energy companies (e.g. wind, solar, etc.). This is a growing area in Silicon Valley.

Process – Things like data center efficiency. This also includes things that companies do that make them more green as companies to save money and energy. Example of both a product and process are SmartMeters.

People – This involves choices that employers make about their workforce. He shared that in the nine county Bay area, more than 50% of the green house gases emitted are from our daily transportation decisions. Employers that offer commute options, telecommuting, offer incentives for biking or carpooling are also contributing to the green economy.

Dr. Shaw encouraged the group to look at construction as an area where women have gained traction. She stated that as part of women's interest in the green economy, they should

remember to explore careers in terms of their pay and potential for higher wages (the other kind of green).

What needs to happen in schools for girls to learn about non-traditional careers, particularly in the area of science, technology, engineering and mathematics (S.T.E.M.)?

Mr. Guardino spoke of his organization's "Women and Girls Leadership Summit Series" which takes place in schools with an emphasis in reaching under-served populations of girls and brings together successful women leaders from various sectors to speak to girls. The summit provides a valuable mentoring opportunity for these girls.

Ms. Bjornsrud shared that her organization works to take accomplished athletes from the collegiate sector to spend time with girls in elementary school to engage girls and their mothers in physical activity and health. Girls get a chance to connect with athletes who look like them and who serve as healthy, positive role models. They target Title I schools where there are limited resources and opportunities.

Following the summit plenary panel, a luncheon was held with special presentations to sponsors and supporters. Breakout sessions occurred in the afternoon and the Honorable Judge LaDoris Cordell gave inspiring closing remarks about the power of women's voices and leadership and a moving musical and theatrical presentation of the Somos Mayfair Women's Theater Group titled "Somos Mujeres, Somos Vida (We are Women, We are Life)" providing an uplifting, inspirational close to the activities of the day.

Breakout Session:

Breaking Cycles, Rebuilding Lives: The Impact of Violence and the Criminal Justice System on Women's Economic Security

"My mom was gone for six months. Sometimes, time goes really slow. My little brother didn't cry when we left the visits, but when we got home he would cry and cry and say, 'I want my mom!' It made me cry on the inside, but I wouldn't cry on the outside."

– Child of an incarcerated parent

Background

According to the Department of Justice in 2009 one out of every 32 residents in the United States was either on probation, in jail or prison, or on parole. Since the 1980's, rates of incarceration have continued to rise and women, although smaller in numbers, are one of the fastest growing groups.

The estimated cost of incarceration to states is approximately \$50 billion dollars on average. The impact of incarceration, both in terms of the individual impact and the cost to society, is significant and there is growing awareness that incarcerated parents do not bear this cost alone; the children of incarcerated parents experience significant trauma and a sense of loss when a parent becomes incarcerated and are more likely to drop out of school, engage in delinquency, and subsequently become incarcerated themselves.

In 2008, the Office of Women's Policy produced a ground-breaking report titled "*Breaking Cycles, Rebuilding Lives*". This award-winning report focused on the needs and life circumstances of women in the Santa Clara County jail system, their experiences with programs and services in custody, and what they believe they need in order to avoid re-incarceration. The report also included a profile of the typical offender: most are poor women of color and mothers of young children, most are repeat offenders in for non-violent, low level offenses (and violations of probation), and no matter what the charge, domestic violence is a nearly universal phenomena.

This session, moderated by Carla Collins, Policy Analyst with the Office of Women's Policy, explored the impact of violence and the criminal justice system on women's economic security and highlighted challenges and areas for future focus.

Panelists included the Honorable Erica Yew, who has served as the first Presiding Judge over Family Wellness Court. Judge Yew spoke about the benefits of developing comprehensive, therapeutic jurisprudence and also the need to create processes that better meet the needs and life circumstances of women. She shared information about specific unmet needs that are often overlooked. Consider the example of diapers and how having access to a clean, steady supply is a challenge for court-involved families who are in the process of stabilizing. Public assistance does not cover diapers and public laundry facilities do not allow cloth diapers to be laundered. When these families have to limit diaper changes, there are possible impacts to the children's health (e.g. diaper rash). This can be problematic to parents whose care of their children is already in question and under greater scrutiny.

Corey Chandler, Economic Justice Project Specialist at the California Partnership to End Domestic Violence spoke about the challenges for victims of domestic violence to move to greater economic stability, especially if they are dependent on their abuser for income and have limited or bad credit history. In spite of being victims of a crime, these women often have a greater burden placed on them by the courts for the protection, care and well-being of their children than the perpetrator.

Dr. Arash Anoshiravani, medical director for Santa Clara County Juvenile Detention Facilities, spoke about girls in the juvenile justice system and also foster care system. Due to the transitory nature of their daily lives, he expressed access to consistent health care and establishing a medical history as challenges to effectively treating and supporting these girls. There are opportunities that come when girls access health care in institutions in terms of establishing a medical history that they can access post-release and to have a continuum of care and connection to community-based health services upon release.

After panelists' comments set the context for local work, the larger group engaged in conversation with them on developing the next steps to develop a gender-responsive, trauma-informed system of care. There was also discussion about the needs of special groups of women, such as immigrant women who often have little or no English language proficiency. When these women come into contact with the criminal justice system, the lack of translation and understanding of the criminal justice process often results in serious, negative long-term impacts in the lives of these women and their families.

Areas of concern emerged from the discussion:

- Santa Clara County has higher rates of arrest for women w/DV charges compared to the rest of the US
- Gender responsive strategies work for women and take into account the specific needs and life circumstances of women
- The lack of translation at the scene of a domestic violence call for service and at various points throughout the criminal justice process often has a negative impact on mono-lingual and limited English proficient victims of domestic violence.
- There is a need to create a trauma-informed, gender-responsive, recovery-oriented and culturally competent continuum of care for youth and adults in the local criminal justice system

Several recommendations were identified:

- Prioritize and explore the reasons for increased rates of women arrested locally for domestic violence
- Pursue a countywide language access protocol or process for all law enforcement
- Provide greater support and resources for domestic violence shelters
- Support federal changes to general assistance to include items such as diapers and toiletries which are a financial hardship for families who receive public assistance.
- Support local initiatives to provide continuity of healthcare and ways that women and girls who are exiting our criminal justice and foster care systems can have access to their medical histories (e.g. electronic medical records that can be accessed by the individual post release)

Breakout Session:

Beyond the Classroom-Expanding Young Women's Horizon in Science, Technology, Engineering and Math (S.T.E.M.)

"If you educate a man, you educate a person. If you educate a woman, you educate the whole community." –An African Proverb

Background

Prior to Title IX, many professional programs had quotas drastically limiting the number of women admitted. By 2003, women made up over 75 percent of veterinary students, and roughly half of the medical and law students. In the field of nursing, men now make up 13 percent of students compared to one percent in 1972. Elite undergraduate institutions are now reaching parity between men and women in admissions. Harvard College reported admitting slightly more women than men for the first time in 2004.

Despite progress on some indicators, many inequities still remain. For example, girls and boys take math and science courses in roughly equal numbers from elementary school through high school, but far fewer women pursue science and engineering majors in college.

A new report from the American Association of University Women titled *"Why So Few? Women in Science, Technology, Engineering and Mathematics"* suggests that in spite of gains by women, social and environmental factors still play a big role in maintaining a gender gap in the science and engineering fields. The report analyzes the findings of dozens of studies on this subject conclude that the stereotype that boys are better than girls in math and science still negatively affects the performance of girls in these fields. Gender differences in self-confidence in STEM subjects starts in middle school and increases thereafter, with girls being less confident in their math and science abilities.

The report indicates that when teachers and parents tell girls that their intelligence can expand with experience and learning, they do better on math tests and are more likely to say they want to continue to study math in the future.

Workplace bias is another factor highlighted in the report. Colleges and universities still are not doing enough to create environments in which women faculty feel comfortable; research shows that that women are less satisfied with the academic workplace and are more likely to leave earlier than their male counterparts.

On December 3rd, thirty Summit attendees participated in an afternoon conversation focusing on expanding young women's horizon in S.T.E.M. Steve Preminger, Director of Union Community Resources Program of Working Partnership, moderated the conversation. The conversation began with a presentation from two panelists, Buu Thai and Demetra McBride. Ms. Thai is a school board member with Franklin McKinley School District and Ms. McBride is the Director of Santa Clara County's Office of Sustainability. Both panelists shared their perspectives on the challenges and opportunities to engage women and girls in S.T.E.M. and green technology.

After the panel presentation, participants shared the challenges they experienced and collectively brainstormed recommendations.

Challenges that have been observed:

- The S.T.E.M. field is still dominated by men and there is a lack of female role models in this sector.
- There are persistent, negative stereotypes and bias toward girls and women in math and science.
- Girls need opportunity and support to imagine the possibilities in non-traditional careers.
- School textbooks do not have enough images of women and girls in S.T.E.M. careers.

Key recommendations emerged from the discussion:

- 1) Creating a gender neutral environment in the classrooms and workplace is vital to helping women and girls imagine their possibilities and potential.
- 2) Mentorship - Women and girls need to see other women role models in S.T.E.M. and non-traditional professions.
- 3) Professional development for teachers is key. S.T.E.M. teachers and student teachers need to encourage girls and other underrepresented groups to pursue math and science careers in the face of gender-based differences, peer pressure, and parental expectations.

Breakout Session:

Defying Gender Stereotypes: Recruitment and Retention of Women in High-Wage, Non-Traditional Training and Careers

“The test for whether or not you can hold a job should not be the arrangement of your chromosomes.” – Bella Abzug

Background

The emerging green economy is changing employment across the country. The requirements of existing jobs are shifting and new jobs are being created with increased demand for green knowledge, skills and qualifications. While these jobs are diverse, rewarding and hold the promise of better pay, these jobs remain overwhelmingly nontraditional to women. With the considerable contributions of women currently to the economy across the globe, the question of how to attract and keep women in jobs in the green economy, one of the few sectors that is seeing significant growth in Silicon Valley, becomes critical as we move forward in creating a vibrant and sustainable, clean-energy economy here and across the world.

On December 3rd, summit attendees participated in an afternoon conversation about recruiting and retaining women in non-traditional training and employment. Esther Peralez-Dieckmann, Director of the Office of Women’s Policy moderated the conversation. The conversation included presentations from three panelists, David Porush, Executive Director of MentorNet, Heidi Eisips-Livingston, Executive Director of Green Tech Academy, and Dr. Lynn Shaw, Founder of Women in Non-Traditional Employment Roles.

Ms. Eisips Livingston, CEO of Green Tech Academy, began the discussion about the work of her organization helping mid-career professionals explore the full range of options available in the green economy. In order for women to enter and advance in careers in the clean tech sector there is a need for baseline information about this growing field, including ongoing training and instruction in clean technologies such as biofuels, solar, transportation, green building and smart grid. It is also important for women to gain a comprehensive overview of market trends, sustainability frameworks and the emerging career paths.

Dr. David Porush, CEO of MentorNet, shared information about his innovative web-based, e-mentoring program which annually matches thousands of women and other under-represented students, postdocs, and early career researchers in engineering and science on hundreds of campuses to mentors in the professions for one-on-one guided relationships. He emphasized that one of the most successful ways to get women excited about engineering and scientific fields and to guide them to professional careers is to match them with mentors who already work for corporations. Targeting women who are graduating from college and transitioning to the workforce is an important strategy as many women are faced with moving forward in STEM careers or pursuing other opportunities as they transition from college to career.

Dr. Lynn Shaw of Long Beach Community College built upon her plenary remarks and shared the need for businesses and organizations to take specific action to recruit and retain women. Dr. Shaw shared several important points for these groups in order to enroll more women in programs and grow their presence in non-traditional jobs:

- Set a yearly goal for women or related to women
- Have diverse women pictured on outreach materials
- Ask your female (and male) employees about how to recruit women
- Use women role models for recruitment
- Give mother/daughter and father/daughter tours
- Partner with WINTER or another women's group in both your geographical and occupational area
- Don't use "he" "him" or the suffix "-man" when you refer to jobs
- Have a hands-on occupational open house
- Have an internship program
- Hire women in twos
- On worksite, have women's bathrooms equitably close as men's
- Pre-train men on how to accept women on the worksite
- Have tools and equipment suitable for women (e.g. think work gloves?)
- Remember that nothing is non-traditional
- And if you don't want them to steal your best tools, don't be afraid to spray paint them pink!

After the panel presentation, participants shared the challenges they experienced and collectively brainstormed recommendations. Below are some highlights from the discussion.

Participants identified the following challenges:

- Lack of role models in the S.T.E.M. professions
- Stereotypes and bias of girls and women in math and science
- Girls need help imagining the possibilities
- School textbooks do not have enough images of women and girls in S.T.E.M. careers
- Students do not see the connection between their daily life and math/science curriculum

Three recommendations emerged to support women's access into non-traditional careers:

- 1) Creating a gender neutral environment in the classrooms and workplace to help girls and young women imagine their possibilities and potential.
- 2) Mentorship - Women and girls need to see other women role model in S.T.E.M. and non-traditional professions.
- 3) Professional development for teachers. S.T.E.M. teachers and student teachers need to encourage girls and other underrepresented groups to pursue math and science careers in the face of gender-based differences, peer pressure, and parental expectations.

Breakout Session:

Every Job Can be a Green Job

"I live and work in constant pain. My back and shoulders throb from the repetitive lifting. Simple solutions like fitted sheets could help relieve some of the pressure and make our jobs safer." – 13 year old housekeeper in Long Beach

Background

According to research from a variety of resources, including studies from the Women's Foundation of San Francisco, it is clear that women's reproductive health and rights intersect with environmental health and justice issues. When our homes, workplaces and communities contain harmful toxic contaminants, the impact to women's health is significant with such markers as diminished fertility, fetal developmental disabilities and increased rates of cancers.

The Health Panel break out conversation focused mostly on consumer safety at home, school and the workplace. The conversation quickly turned to the idea of advocating for "green jobs, green schools and green homes" through empowerment and education of women. Many women in the audience were amazed and appalled with the toxins and bacteria present in many household and common use products. They recognized that while there are many advocacy groups and websites dedicated to informing consumers about health risks associated with certain products, there were not many efforts focused on educating women, who are not only at greater risk from exposure to toxic substances but make most of the purchasing decisions for products used in the home.

The participants in our breakout session saw the need to start here in Santa Clara County. The panel discussion inspired a larger interactive discussion about health and justice in our community and the need to create models for healthy places to live, work and play. Some of the questions that surfaced and were discussed at length were:

- Does the County, City of San Jose, or other cities in SCC, incorporate toxic safety messages into regular public service announcements? We often hear public safety messages or messages about emergency preparedness. Is it possible to create a public safety messages about toxins in the households?
- Are local government jobs all green/clean jobs and if so are workers being compensated for the extra training and time it takes to work with clean products?
- Can a toxin audit be attached to a regular energy audit?
- How can we bring the voice of women into the green jobs discussion? Women are the consumers and change makers in their households.
- Are there any models for education initiatives focused on clean consumption and toxins. Children are targeted and pipelined into becoming the generation of consumers. Are we educating our children not only to be green, but to be clean and local and be more

aware of what products they bring home or use on a daily basis. Children can also influence households.

The group developed suggestions for follow-up and action including:

- 1) Focus on janitorial services of local government (cities and County of Santa Clara) and conduct an audit of products and processes used by workers.
- 2) Host a “Green Home Page” aimed at women (possibly on the OWP site). This could be a clearing house for green and local products. It could serve as a place to link other sites or post consumer reports so that women can do their own research and feel confident that the products they are using for themselves or for their families are healthy and safe.
- 3) Create school initiatives or education campaigns targeting student consumers and educating them to pay attention to what they put on and in their bodies. This could include food, drug store items or other commonly used products.

Day 3 (Saturday, December 4):

Leadership through Creative Expression



Day 3 of the Women and Girls 2010 Summit, *Leadership Through Creative Expression*, was a day dedicated to girls and young women between ages 12 to 18. The event celebrate and elevates the voices of girls and young women into action through various forms of art expression. The Castellano Family Foundation generously served as Premiere Sponsor of the event.

One hundred and thirty-four girls from various geographic areas of Silicon Valley participated in special presentations and workshops at Mexican Heritage Plaza.

The day began with an inspirational keynote from *Rosa Esperanza González* focusing on self-worth and empowerment. Ms. González is a lifelong educator, a visual and performing artist and the program manager of Green for All's Academy, a national leadership development program for grassroots leaders representing low-income communities and communities of color. Prior to joining the team at Green for All, Ms. González was a program lead for PILA (the Partnership for Immigrant Leadership and Action), where she helped link popular education and community organizing. She designs curriculum and facilitates theater-based workshops and town hall meetings for critical community dialogue. In her spare time, Ms. González organizes with her neighbors in East Oakland to reclaim empty lots for urban gardening and community-building.

Throughout the day, participants learned hands-on art techniques as a tool for civic engagement and advocacy from local organizers and artists. Workshops were experiential and/or performance-based focusing on writing, storytelling, dancing, drumming, digital media & design, and other forms of art expression with the theme of supporting the development and well-being of girls and young women.

Girls participated in a variety of workshops, including:

Girl Find Your Voice and Use it Well: This workshop helped girls overcome their fears and become more confident and effective at speaking in public. They received information and a chance to practice using their voice positively to communicate their ideas.

Instructor: Sarah McGuinn

It's A Rollercoaster: A roller coaster ride is thrilling, scary, and fun and full of twists and turns. Working in small teams, girls designed their own roller coasters and learned about how challenges and change can help girls realize their power and full potential. *Instructors: Marie Wolbach & Marjorie Gray*

I Got Rhythm: Through choreography and poetry, girls were able to become more aware of words, sound, and movement. *Instructor: Natta Haotzima*

Recycle...Reuse...Create: Participants composed a sketchbook from recyclable materials. Participants used the sketchbook to draw, write, and draw images related to their aspirations and dreams. *Instructor: Cristina Velazquez*

Who Am I? The Power of One!: Participants learned how many of us go through life wearing several masks with different people. The workshop helped girls connect with each other and focused on building self-worth, self-love, and inner strength.

Instructor: Diana Sanchez

Lights, Camera, Action! Participants became familiar with the concept of media literacy and gained a greater ability to understand and analyze commonly seen ads portraying women and girls and how these often perpetuate negative stereotypes. The girls produced a PSA at the summit. *Instructor: Jen Vaughn*

So You Want To Be A Diva? This workshop on how television and music videos impact girls' outlook on body image, dress and style and activities focused on building self-confidence, positive body image and healthy choices. *Instructor: Adaku Davis*

Dancing to the Beat of Our Ancestors: This interactive, hands on experience into the Mexica or Aztec world that flourished over 500 years ago exposed participants to some of the still surviving Aztec traditions of song and dance. *Instructor: Nauhxa Chavira*

At lunch, Jaliya, an African/African American drumming ensemble, played several songs and encouraged the participants to clap, sing, and dance. The participants from the media literacy workshop went around interviewing their peers for a public service announcement (PSA) which they will use to promote the next summit in 2012.

The conclusion of the day was powerful and inspirational. One participant from each workshop went on stage to share their experience and what they learned. Amazingly, girls who were more reserved and timid at the beginning of the day were using their skills and voices and some of them found the courage to speak on stage to their peers and adults in the closing activities.

Women and Girls 2012: The State of Women and Girls in Santa Clara County

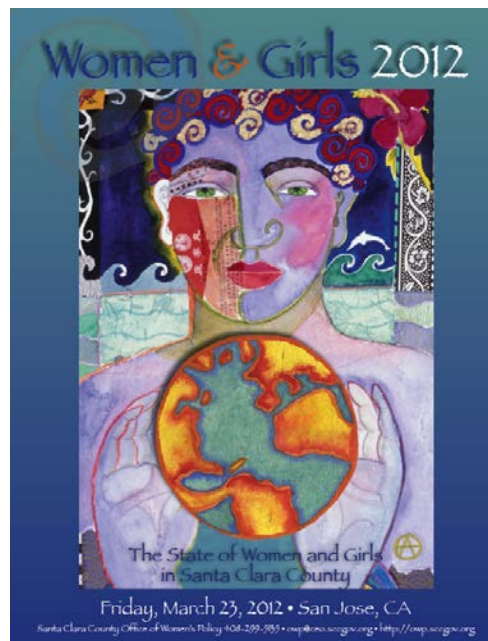
Feedback from participants was overwhelmingly positive. In addition to recommendations from the breakout groups, participants gave three key suggestions for next steps:

- Increase the participation of men and representatives of the private sector as these two groups can provide key, strategic support for women's economic advancement
- Consider making this event an annual or bi-annual occurrence (we shouldn't wait another 10 years for the next one)
- Need to have access to additional data and information about how women and girls are doing in our community
- Continue engaging young women in advocacy efforts and continue sponsoring a special day for girls leadership on a day that works best with school schedules

In response to this feedback, the Office of Women's Policy will convene an Advisory Board of leading researchers and local experts to develop with stakeholders and organizations for the release of a much anticipated, much needed report on the *State of Women and Girls in Santa Clara County*. This report will highlight data and information about how women and girls are faring in the areas of economics, health, education and violence against women today.

In collaboration with an Honorary Committee comprised of Silicon Valley leaders, the Office of Women's Policy will host a policy briefing to launch the report on March 23, 2012 in San Jose, CA. The report, which will be issued bi-annually, will provide an important strategic agenda to advance women and girls throughout Santa Clara County in 2012 and beyond.

SAVE THE DATE!



RESOURCES

For more information about the Office of Women's Policy, the Santa Clara County Commission on the Status of Women, the Santa Clara County Domestic Violence Council, and initiatives for women and girls in Santa Clara County, visit:

<http://owp.sccgov.org>

For more information about the California Commission on the Status of Women, visit:

<http://www.women.ca.gov/>

For more information on Women in the Green Economy, the publication "Why Green is Your Color: A Women's Guide to a Sustainable Career", and the Department of Labor, Women's Bureau-Region IX, visit

<http://www.dol.gov/wb/media/green.htm>

For information about the White House Council on Women and Girls, visit

<http://www.whitehouse.gov/administration/eop/cwg>